

America's

FUTURE

A Weekly Review of News, Books and Public Affairs

Volume 1

November 20, 1959

Number 36

Our Schools Today	1
Hopes and Faults	2
The Textbook Situation	4
What Do We Welcome? Book Review	5
"Free" Medical Care	6
Credo for Conservatives	7

OUR SCHOOLS TODAY

A number of people have written me recently asking if any progress has been made in the improvement of our public schools. As you know, Americans have become very much concerned about conditions in their schools. This concern is based on two serious trends in public education during the past 25 or 30 years. One of these is the use of so-called progressive or "modern" educational methods in the schools. The other is the widespread tendency to indoctrinate American young-

sters with a pro-collectivist and anti-capitalist philosophy. Along with this goes the practice of ignoring or playing down the American tradition of individual freedom, and playing up the role of the all-powerful central government.

There is no doubt that some slight improvement has taken place here and there in the public schools. Of course, there have always been schools which managed, to some extent, to withstand the onslaughts of the "modern" educationists.

And the calibre of the students they turned out has forced others to take a look at their own deficiencies. One major accomplishment - though it is still far from general - is that the policy of automatic promotion has been done away with. This is one of those so-called "progressive" notions - that youngsters must go ahead in school regardless of how much they do, or do not, learn. The result has been tragic - high-school graduates who can hardly spell or read or write or add and subtract.

Another accomplishment - and this, too, still has a long way to go - is a greater emphasis on true education in such subjects as history, science, language, mathematics, which really train young

minds; instead of "how to act on a date," "how to catch fish," and a lot of other "progressive" nonsense.

But we still have a very long way to go before our schools get back to their traditional function of turning out educated, thinking young Americans. For instance, New York City recently instituted an educational television course to teach 7th-grade students how to read. Imagine children getting to 7th grade without being able to read fluently! And I can show you schools where a youngster in his junior year in high school is studying modern poetry - but has never heard of Milton, Keats, Shelley, Whittier, Emerson or any of the other great poets of our civilization.

HOPES AND FAULTS

There is a tendency to believe that so-called "progressive" education has been pretty generally discredited in the last few years, so we do not have to worry too much about its inroads in our schools any more. It is true that a good many schools, under pressure from parents, school-board members and interested citizens, have

made a start at getting rid of the frills and nonsense with which the educationists filled the classrooms. But the disease goes much deeper, and we will not succeed in curing it if we allow ourselves to become apathetic.

This instance I just cited - of a youngster in his third year of high school who has never heard of the greatest

America's

FUTURE

Published every week by America's Future, Inc., 542 Main Street, New Rochelle, New-York. A non-profit, educational organization.

R. K. Scott Publisher
Rosalie M. Gordon Editor
John C. Wetzel Business Manager

Subscription Price: \$5 per year, \$12 for three years. Ten week trial subscription \$1. Additional copies of specific issues: 1 copy for 15¢; 10 copies for \$1; 50 for \$4; 100 for \$6; 1,000 for \$30 - each price for bulk mailing to one person.

Second class mail privileges authorized at New Rochelle, New York.

poets in English literature - is a good indication of what I mean. It is bad enough to deny our youngsters knowledge of the great treasures to be found in the literature of the past. But the same sort of spurious educational "thinking" dominates the teaching of history and government in many of our public schools. This is why so many of today's youngsters know something about the New Deal, but little or nothing about the American Revolution. It is why they know a great deal about the United Nations but practically nothing about the American Constitution.

All this stems, more or less, from a philosophy put forth by John Dewey, who is

sometimes called "the father of progressive education." He was a professor at Columbia University in New York, and he believed that man is a mere biological animal, that he has no soul, that there is no such thing as truth and no fixed moral laws. Therefore, according to Dewey, the past has no meaning. History, the moral concepts of religion, tradition, meant nothing to this befuddled philosopher. He had a right to hold these notions of course. But the trouble was that he influenced a whole batch of left-wing pundits at Teachers College in Columbia. And they in turn influenced thousands and thousands of teachers. You can see the results today among your children in the public schools.

But here, too, there is some cause for hope. Teachers College, the fountainhead of much of the weird teaching in our schools, has a new dean. His name is Dr. John H. Fischer. And recently he made a speech in which he condemned "frills and fads" in the classrooms. Most important, he said high-school students should be told what to study - not permitted to choose for themselves. Under the modern educationists, many high

schools permitted what are called "elective courses." So the kids would take a course in "how to answer the telephone" - and then when they got to college they had to be given remedial English so they could write an understandable composition. Dr. Fischer pointed out that kids are immature, and that therefore they cannot judge wisely what they should study. Let's hope this indicates that Dr. Fischer will use a big broom to sweep the Deweyites and modern educationists out of Teachers College.

Incidentally, while we're on this subject, another fault with our schools is that we make things entirely too easy for the children. This, too, is the result of the "progressive" notions which still permeate our schools. The Council for Basic Education

has completed a survey of the teaching of arithmetic in European schools - on both sides of the Iron Curtain. It found that American children, despite all the money we spend on schools, are at least two years behind European children in learning arithmetic. For instance, while we teach eight-year-olds to multiply 4 times 4, French children multiply 4,965 by 23. American seven-year-olds are told to subtract two cents from a nickel. But Swedish seven-year-olds can subtract 169 from 208.

However, as I said, some little progress is being made here and there. And if we can keep it up - and get the deadening hand of the modern educationist off our schools - we may finally get back to really educating children.

THE TEXTBOOK SITUATION

But this still leaves the equally important problem of *what* they are taught - the tendency, which I have mentioned, to indoctrinate American children with anti-American, pro-socialist notions. The big problem here involves the *textbooks* from which our children are taught

- particularly the textbooks in what is called the social studies field. Social studies is a catch-all phrase which includes history, government, civics, economics, contemporary problems and so on. The modern educationist and his "liberal"-leftist cohorts, the textbook writers, have

had themselves a grand field day in this area for the last two or three decades. You would be amazed, as I was, if you took a careful look at some of the things you would find in the books which your youngsters study in school. Up to now, little or nothing has been done to provide

careful, factual information to parents, teachers and school-board members about the textbook situation. But now, at long last, a project is under way which is the most encouraging I have seen in a long time. I will tell you about it next week.

- John T. Flynn

Foregoing items covered in Mutual network broadcast 11/15/59

Book Review **WHAT DO WE WELCOME?**

THE NET THAT COVERS THE WORLD
by E. H. Cookridge, 315 pages
Holt, N. Y., \$3.95 - special
price to readers of *AMERICA'S*
FUTURE: \$2.00.

These are the days of what is known as the "Big Thaw." The giant iceberg of Soviet adamancy presumably began to melt even before Khrushchev's visit. America crawled with communist delegations from Red Russia and the satellite nations - with ballet troupes and agricultural experts, with pianists and fiddlers and newspapermen and architects and scientists. Then came the Big Boss himself. And now the Soviet invasion - by invitation - of the United

States continues apace. It has become so commonplace that new delegations arriving each day are lucky if they get five lines' notice on the inside pages of the paper.

In return, an American tourist trek to the Soviet Union is under way. But it can hardly be called an equal exchange. As Eugene Lyons pointed out in the October *Reader's Digest*, most of these tourists return with a distorted picture of Russia, and promptly spread their erroneous impressions around the United States.

But what have we let ourselves in for? It is difficult to escape the feeling

that the "Big Thaw" has melted, not the Soviet's ruthless aims, but America's will to protect herself. It is of particular importance that Americans read this book, first published three years ago, in order to get a clear conception of what we now have to contend with. So timely and up-to-the-minute is the shocking story it tells, that we offer it at the greatly reduced price of \$2.00 in order to give it the widest possible circulation.

THE NET THAT COVERS THE WORLD is the Soviet espionage system, which has no counterpart in any other country in the world. And a single paragraph from this spine-tingling tale should be graven in the mind of every American:

"Every Soviet football team, every athlete competing at an international sports event, Soviet scientists who attend a Congress abroad, the Moscow Ballet giving performances in a Western capital, or a group

of Soviet artists arriving for an international film festival are invariably accompanied by special agents of the Cheka (the Soviet Secret Police) or some of the resident secret agents..."

Mr. Cookridge is a British political journalist who was also a member of Britain's Secret Service. Every country - particularly in wartime - employs spies. But it took Red Russia, with no morals, no ethics and complete disregard of the rights of the individual, to develop the most astonishing spy system the world has ever known. Here, for the first time, Mr. Cookridge has told the complete story of the net of communist agents, informants, "novators," and "dupes" that covers every nation of the globe from the United States to the smallest European principality. It is a spy story which, because it is true, outdoes all others in its magnitude. - *Rosalie Gordon*

"FREE" MEDICAL CARE

"Continued rise in cost of socialized medicine forces Britain to charge for some services." - News item.

"You can't measure the cost of socialized medicine until you know how many hypochondriacs there are in the country."

- Raymond Moley

CREDO FOR CONSERVATIVES

"I believe in the full concept of the Constitution as it was written 180 years ago - not as it is interpreted today. The Constitution is just as valid a document of government today as it was when it was written. The problems we face today are not different from the problems that led to the writing of the Constitution, and if we would apply the original concepts of this document to the human problems that now exist, they would be quickly solved.

"I accept our freedoms as coming from God and I recognize we have become a great people because we've become a spiritual people, and we have become materially strong only because we have been individually spiritually strong.

"I believe in de-centralized government. Individual freedoms rest with the freedom of the States, and I decry the fact that we are drifting more and more away from States' Rights into the concept of centralized government. We are free because God intended it that way, and we are free as individuals, not as members of a collective group.

"I believe in the Free Enterprise System. Good men, well-intentioned, controlled by a limited number of rules and regulations, can make it work well. This system has produced more for more people than any other economic system in the world, and yet today there are people who denounce it and want it done away with."

- Senator Barry Goldwater

AMERICA'S FUTURE, INC., 542 Main St., New Rochelle, N.Y.

I understand you fill orders for books at regular list price, postage paid. Please mail me _____ copies of the book noted below.
My check for \$_____ is enclosed ☐ Please bill me ☐.

Book I want is _____

NAME _____

Address _____ Date _____

America's Future, Inc.

542 Main St., New Rochelle, N. Y.

